

RURAL TRANSPORT TRAINING MATERIALS

TRAINER'S GUIDANCE NOTES

The Trainers' User Guide



The work was commissioned by the Rural Travel and Transport Program (RTTP), a component of the Sub-Saharan Africa Transport Program (SSATP) managed by the World Bank. The task manager was Mr. George Banjo, and the review team included Mr. Dieter Schelling, Mr. Tseggai Elias and Mr. Nigel Ings. The development of these training materials was funded by the Department for International Development (DFID) UK.

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Introduction

1.1 Overview

The 'Rural Transport Knowledge Base' is a set of reference materials published in 2001. They consist of a series of technical papers and case studies, which aim to disseminate best practice to policy makers, planners and practitioners.

This reference material has been used to develop the 'Rural Transport Training Materials'. These have been organised into five modules:

1. Policies and Strategies
2. Planning, Design, Appraisal and Implementation
3. Finance and Management
4. Rural Mobility
5. Social and Environment Issues

1.2 The Training Materials

The Training Materials have been designed as 'stand alone' sessions so that trainers may opt to use just one Module or specific sessions within a Module for their learning event.

These training materials have been developed for use by experienced trainers, and were designed on the assumption that:

- ③ The trainers are fully familiar with the 'Rural Transport Knowledge Base' materials (the technical papers and the case studies)
- ③ The trainers have specialised knowledge of rural transport issues
- ③ The trainers have a solid base of skills and experience in designing, planning, conducting and evaluating participatory learning events (courses, workshops, seminars)

These training materials are aimed at a range of learners including:-

- ③ Middle to senior level professionals from road sector related agencies, such as ministries responsible for transport, roads, local government, planning and gender;
- ③ Donors, NGOS, consultants and academics with interest in sustainable rural transport systems in developing countries.

1.3 The Trainers' User Guide

Generic materials

This guide has been written to provide trainers with support on how to use the training materials developed. These training materials are generic and have been designed to provide trainers with ideas for how they may facilitate sessions. The materials include session outlines, suggested training methods, group activities and key questions/issues to explore topics related to rural transport.

Size of events

The training materials have been designed for use in participatory learning events such as workshops, seminars and courses. The recommended number of participants for such events is from twelve to sixteen people. Facilitation of discussions and group activities tends to become unwieldy with groups over 16 people, with less opportunity for active participation of all members in discussions, especially in the plenary. With larger groups it is recommended that a team of two trainers work together.

Duration

Trainers should allocate between 3 hours to a full day for a single session. The time required for each session will depend on several factors including the amount of participation required, length of discussions, number of group activities, number of participants and the extent to which the trainer introduces new materials. Trainers will need to revise these estimations based on their own session plans.

The estimated time needed for each module using all the activities outlined in each session and for a fully participatory event is as follows:

- Introduction session = ½ a day
- Module 1 = 3 days
- Module 2 = 5 days
- Module 3 = 2 days
- Module 4 = 3 days
- Module 5 = 4 days

Training Methods

This guide also provides details of how to use the training methods suggested (section 4) and a list of terms used in the materials (section 5).

Reference material to support the Training Modules may be found at the end of each of the technical papers and case studies of the Rural Transport Knowledge Base' materials.

2. Structure of the Training Modules

The full set of training materials found in each training module is illustrated in Tables 1 to 5. Within the five modules there are a total of 25 sessions, 47 presentations, and 67 Activity Sheets.

Each session has been designed using one technical paper and one case study. Each session consists of a set of (Box 1):

- ③ Trainers' Notes
- ③ Two presentations
- ③ Activity Sheets

Details of how to use these materials are found in section 4 below.

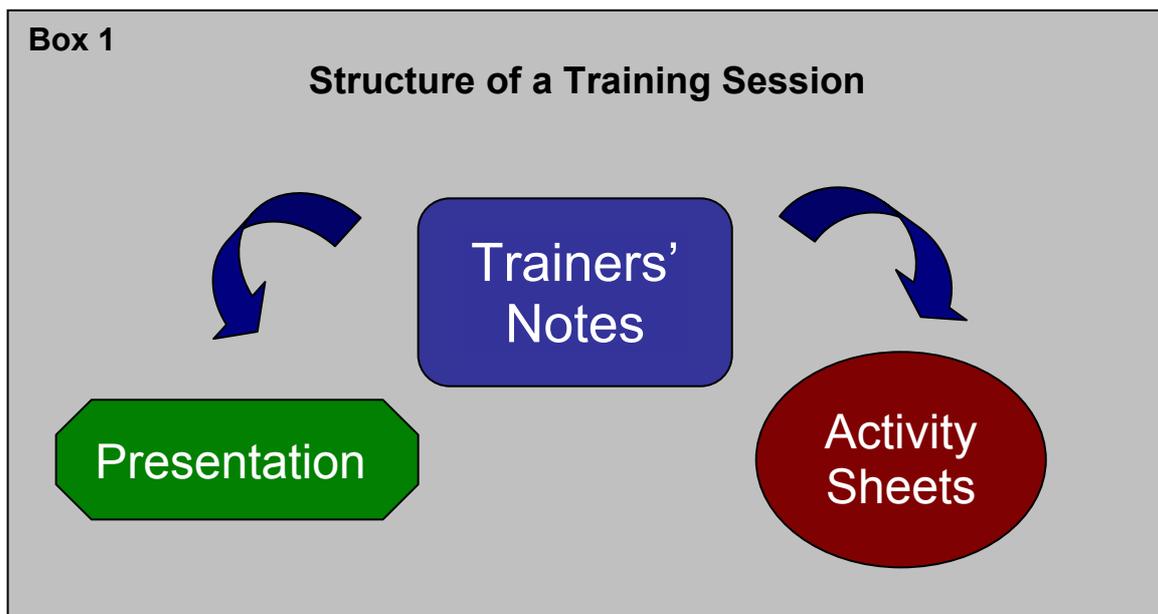


Table 1

Training Materials for Module 1: Policies and Strategies

| Session | Training Materials | Title |
|---------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction | Trainers' Notes | Introduction Session |
| | Presentation | Introduction Session |
| | Activity Sheet 1 | Stakeholders and institutions involved in Rural Transport: Venn Diagram |
| | Activity Sheet 2 | Stakeholders in rural transport: Institutional and Poverty issues |
| | Activity Sheet 3 | Transport and Gender Analysis |
| Session 1.1 | Trainers' Notes 1.1 | Part1: Village Level Transport Part 2: Travel and Transport in Rural Communities Philippines: Case Study |
| | Presentation 1.1a | Village Level Transport |
| | Presentation 1.1b | Travel and Transport in Rural Communities Philippines Case Study |
| | Activity Sheet 4 | Timeline |
| | Activity Sheet 5 | Household Survey |
| | Activity Sheet 6 | Philippines Case Study |
| Session 1.2 | Trainers Notes 1.2 | Part 1: Socio-economic Impact of Rural Transport Interventions. Part 2: The Impact of Feeder Road Investment on Accessibility and Agricultural Development in Ghana |
| | Presentation 1.2a | Socio-economic Impact of Rural Transport Interventions |
| | Presentation 1.2b | The Impact of Feeder Road Investment on Accessibility Agricultural Development in Ghana |
| | Activity Sheet 7 | The Great Debate. Roads Investment & Poverty Alleviation |
| | Activity Sheet 8 | The Impact of Feeder Road Investment on Accessibility and Agricultural Development in Ghana |
| Session 1.3 | Trainers' Notes 1.3 | Part 1: Rural Transport Policy Development Process Part 2: Case Study from Malawi |
| | Presentation 1.3a | Rural Transport Policy Development Process |
| | Presentation 1.3b | Case Study from Malawi |
| | Activity Sheet 9 | Models and Options for Managing Rural Roads |
| | Activity Sheet 10 | Policy Measures for IMT |
| | Activity Sheet 11 | Rural Transport Policy Development Process in Malawi |
| Session 1.4 | Trainers' Notes 1.4 | Part 1: Rural Transport Safety Strategy Part 2: Case Study from Nepal |
| | Presentation 1.4a | Rural Transport Safety Strategy |
| | Presentation 1.4b | Case Study from Nepal. An Affordable Safety Barrier |
| | Activity Sheet 12 | Road Safety |
| | Activity Sheet 13 | The Gabion Safety Barrier (Advantages and Disadvantages) |
| | Activity Sheet 14 | Case study from Nepal - an Affordable Safety Barrier |

Table 2

Training Materials for Module 2: Planning, Design, Appraisal and Implementation

| Session | Training Materials | Title |
|--------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 2.1 | Trainers' Notes 2.1 | Part 1: Participatory rural planning process. Part 2: Developing a local government transport master plan: case study. |
| | Presentation 2.1a | Participatory rural planning process |
| | Presentation 2.1b | Developing a local government transport master plan (LGTMP): case study |
| | Activity Sheet 15 | Key Stages of Participatory Rural Planning (PRP) |
| | Activity Sheet 16 | Institutional Issues |
| | Activity Sheet 17 | Monitoring & Evaluation for Access Planning |
| | Activity Sheet 18 | Case Study on development of a LGTMP |
| Session 2.2 | Trainers Notes 2.2 | Part 1: Design of rural transport infrastructure. Part 2: The use of self-help for low volume road construction. Case Study: Indonesia. |
| | Presentation 2a | Design of rural transport infrastructure |
| | Presentation 2b | The use of self-help for low volume road construction. Case Study: Indonesia |
| | Activity Sheet 19 | Concepts and Definitions |
| | Handout 19 | Concepts and Definitions (answers to card sorting game) |
| | Activity Sheet 20 | Experiences of spot improvement and labour-based Approaches in other countries |
| | Activity Sheet 21 | Analysis of the key issues for self-help initiatives |
| Session 2.3 | Trainers' Notes 2.3 | Part 1: Rural road economic appraisal Methodology Part 2: Economic analysis of a rural basic access road Project. Case Study from Andhra Pradesh, India. |
| | Presentation 2.3a | Rural road economic appraisal methodology |
| | Presentation 2.3b | Economic Analysis of a Rural Basic Access Road Project. Case Study from Andhra Pradesh, India. |
| | Activity Sheet 22 | Advantages and problems with poverty-based screening. |
| | Activity Sheet 23 | Assessing the cost of interrupted access. |
| Session 2.4 | Trainers' Notes 2.4 | Part 1: Labour-based works methodology Part 2: Employment creation and labour-based technology in road works: Ugandan case study |
| | Presentation 2.4a | Labour-based works methodology |
| | Presentation 2.4b | Employment creation and labour-based technology in road works: Ugandan case study |
| | Activity Sheet 25 | The case for labour-based methods |
| | Activity Sheet 26 | Contractual procedures for social aims |
| | Activity Sheet 27 | Increasing the scope for the use of labour-based methods |

Training Materials for Module 2 (continued)

| Session | Training Materials | Title |
|--------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 2.5 | Trainers' Notes 2.5 | Part 1: Small scale contractor development Part 2: A comparison of four contractor development programmes: Case Study |
| | Presentation 2.5a | Small scale contractor development |
| | Presentation 2.5b | A comparison of four contractor development programmes: Case Study |
| | Activity Sheet 28 | An institutional framework for privatisation |
| | Activity Sheet 29 | Increasing private sector contracting capability |
| Session 2.6 | Trainers' Notes 2.6 | Part 1: Community Participation in Rural Transport Infrastructure Part 2: The Western Uganda road maintenance project: a case study on community participation |
| | Presentation 2.6a | Community Participation in Rural Transport Infrastructure |
| | Presentation 2.6b | The Western Uganda road maintenance project: a case study on community participation |
| | Activity Sheet 30 | Types of Participation |
| | Activity Sheet 31 | Project stages for community participation |
| | Activity Sheet 32 | WURMCBP - giving a technical project a 'human face' |
| Session 2.7 | Trainers' Notes 2.7 | Principles and Techniques for Participatory Rural Transport Surveys |
| | Presentation 2.7 | Principles and Techniques for Participatory Rural Transport Surveys |
| | Activity Sheet 33 | Participatory Mapping of Transport |
| | Activity Sheet 34 | Venn Diagrams |
| | Activity Sheet 35 | Travel Time Budgets and Activity Profiles |
| | Activity Sheet 36 | Matrix ranking |
| | Activity Sheet 37 | Transport and Gender Issues |
| | Activity Sheet 38 | Applying PRA to rural transport |

Table 3

Training Materials for Module 3: Management and Financing

| Session | Training Materials | Time |
|--------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Session 3.1 | Trainers' Notes 3.1 | Part 1: Issues of local level management. Part 2: Case Study: New institutional framework in Guatemala. |
| | Presentation 3.1a | Issues of local level management. |
| | Presentation 3.1b | A new institutional framework for the management and finance of municipal rural roads: A case study from Guatemala. |
| | Activity Sheet 39 | Community failure to take responsibility for access roads and paths |
| | Activity Sheet 40 | New institutions for managing rural roads |
| Session 3.2 | Trainers' Notes 3.2 | Part 1: General Road Management Issues. Part 2: The Zambian experience of a good road fund: case study |
| | Presentation 3.2a | General road management issues. Managing roads like a business – not like a bureaucracy. |
| | Presentation 3.2b | The Zambian experience of a road fund: A case study |
| | Activity Sheet 41 | Bureaucracy or business? |
| | Activity Sheet 42 | Commercial road funding |
| | Activity Sheet 43 | Managing roads like a business |
| Session 3.3 | Trainers' Notes 3.3 | Part 1: Financing Rural Transport Infrastructure Part 2: Community Financing of infrastructure. Case studies from Mexico, Zambia and Egypt |
| | Presentation 3.3a | Financing Rural Transport Infrastructure |
| | Presentation 3.3b | Community financing of infrastructure. Case studies from Mexico, Zambia and Egypt |
| | Activity Sheet 44 | Comparative advantages of communities and government |
| | Activity Sheet 45 | Thinking about community infrastructure financing |

Table 4

Training Materials for Module 4: Rural Mobility

| Session | Training Materials | Title |
|--------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 4.1 | Trainers' Notes 4.1 | Part 1: Rural Mobility Part 2: The provision of conventional rural transport services. Case study: Mali |
| | Presentation 4.1b | The provision of conventional rural transport services. Case study: Mali |
| | Activity Sheet 46 | Issues of Rural Mobility |
| | Activity Sheet 47 | Promoting Rural Mobility |
| | Activity Sheet 48 | Provision of rural transport service: Mali |
| Session 4.2 | Trainers' Notes 4.2 | Part 1: The provision of rural transport services: an agenda for reform Part 2: The provision of conventional rural transport services. Case study: Mali |
| | Presentation 4.2a | The provision of conventional rural transport services: an agenda for reform |
| | Presentation 4.2b | The provision of conventional rural transport services. Case study: Mali |
| | Activity Sheet 49 | The adoption of IMTs |
| | Activity Sheet 50 | Is training enough? |
| | Activity Sheet 51 | IMTs – what matters most? |
| | Activity Sheet 52 | Uses of IMTs in Sri Lanka |
| Session 4.3 | Trainers' notes 4.3 | Part 1: Agricultural marketing and access to transport services. Part 2: Community Access to marketing opportunities: Malawi Case Study |
| | Presentation 4.3a | Agricultural marketing and access to transport services |
| | Presentation 4.3b | Community Access to marketing opportunities: Malawi Case Study |
| | Activity Sheet 53 | IMTs and marketing infrastructure development |
| | Activity Sheet 54 | Infrastructure Development in Bangladesh |
| Session 4.4 | Trainers' Notes 4.4 | Part 1: Matching the demand with supply in rural transport. Part 2: Rural roads: a market approach with concepts for finance and organisation. |
| | Presentation 4.4a | Matching demand with supply in rural transport |
| | Presentation 4.4b | Rural roads: a market approach with concepts for finance and organisation |
| | Activity Sheet 55 | Rural marketing structures |
| | Activity Sheet 56 | Infrastructure development in Bangladesh |

Table 5

Training Materials for Module 5: Social and Environmental Issues

| Session | Training Materials | Title |
|--------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 5.1 | Trainers' Notes 5.1 | Part 1: Social benefits of rural transport. Part 2: Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi-Nkubu area of Kenya. |
| | Presentation 5.1a | Social benefits of rural transport |
| | Presentation 5.2b | Social benefits of rural transport: a mixed response from a road improvement project in the Thuchi-Nkubu area of Kenya |
| | Activity Sheet 57 | Social impact of rural transport |
| | Activity Sheet 58 | Effect of a new road on travel. Kenya case study |
| Session 5.2 | Trainers' Notes 5.2 | Part 1: Women and rural transport in development Part 2: Women and rural transport in Africa and Asia: case studies |
| | Presentation 5.2a | Women and rural transport in Africa and Asia: case studies |
| | Presentation 5.2b | Women and rural transport in Africa and Asia: case studies |
| | Activity Sheet 59 | Women's activities and transport |
| | Activity Sheet 60 | Addressing women's transport issues |
| | Activity Sheet 61 | Reflections on the Ghana and Tamil Nadu experiences |
| Session 5.3 | Trainers' Notes 5.3 | Part 1: Transport and sustainable rural livelihoods. Part 2: The application of transport and sustainable rural livelihoods in Zambia: a case study. |
| | Presentation 5.3a | Transport and sustainable rural livelihoods |
| | Presentation 5.3b | The application of transport and sustainable rural livelihoods in Zambia: a case study |
| | Activity Sheet 62 | Impact of transport on the livelihoods of the rural poor |
| | Activity Sheet 63 | Transport and rural livelihoods in specific countries |
| Session 5.4 | Trainers' Notes 5.4 | Part 1: Environmental impact assessment and management. Part 2: Environmental impact assessment case study South Africa |
| | Presentation 5.4a | Environmental impact assessment and management |
| | Presentation 5.4b | Environmental impact assessment case study Mkuze river crossing to Phelendaba, South Africa |
| | Activity Sheet 64 | Environmental impacts of rural roads |
| | Activity Sheet 65 | Weighing the evidence: which road alignment should be selected |

Training Materials for Module 5 (continued)

| Session | Training Materials | Title |
|--------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 5.5 | Trainers' Notes 5.5 | Part 1: Rural transport survey techniques. Part 2: An investigation into the constraints of the availability of motorised transport in rural Ghana. |
| | Presentation 5.5a | Rural transport survey techniques |
| | Presentation 5.5b | An investigation into the constraints of the availability of motorised transport services in rural Ghana |
| | Activity Sheet 66 | Applying the survey techniques |
| | Activity Sheet 67 | Transport survey methods in Ghana |
| Session 5.6 | Trainers' Notes 5.6 | Part 1: Role play on rural transport |
| | Presentation 5.6 | Role play on rural transport |

Training Approach

3.1 Participatory Training

The training materials have been designed to support learning events that are facilitated using participatory methods. The approach is based on the principle of building on participants' knowledge and experience. This approach is 'learner centred' where the aim is to facilitate the learning of participants and to stimulate their interest, rather than to focus simply on delivering as much of the material as possible.

Activities are aimed at stimulating enquiry and debate, as well as providing participants with a solid grounding in rural transport issues. The temptation to simply present the Power Point presentations for each session should be avoided.

3.2 Training Methods

Categories

The training methods can be split into two broad categories:

-  Plenary Methods
-  Group Methods

The main plenary methods involve giving presentations using the Power Point *Presentations*, facilitating plenary discussions, using Question and Answer (Q & A), and Ideas Gathering.

The group methods involve a variety of activities and make use of the *Activity Sheets* (Box 2). Each of the training methods used is illustrated by an icon in the 'methods' column of the Trainers' Notes. Details of how to use each of the training methods is described below. These details provide trainers with the opportunity to substitute one training method for another if they feel this is more appropriate.

Facilitating discussions

All of the training methods (apart from *Presentations*) involve facilitating a discussion on the feedback from the group work, or comments made by participants in plenary sessions. It is during these discussions that the key learning points for the topic are drawn out. These discussions form an **essential part** of the session and the learning process of participants. It is worthwhile trainers preparing beforehand how they will facilitate such discussions.

Discussions may be facilitated by asking participants open questions that contain the words 'what, when, where, how, who and why'.

Box 2

**Training Methods Used in the
Rural Transport Training Materials**

Plenary Methods

Presentation
Presentation with discussion
Question and Answer (Q & A)
Ideas Gathering
Pairs Exercise

Group Methods

Group Activity
Group Discussion
Case Study Activity
Venn Diagram
Time Line
Travel Budget
Gender Analysis
Mapping
Debate Activity
Ranking Game

How to use the plenary training methods

The following section describes how to use a series of plenary training methods. The information about each method is illustrated in tabular form as it would appear in the Trainers' Notes for each Session. Each plenary training method is also represented by an icon.

The plenary training methods include:

-  Presentation
-  Presentation with Discussion
-  Question & Answer (Q & A)
-  Ideas Gathering
-  Pairs Exercise

| <i>Method</i> | <i>How to use the method</i> |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Presentation</p>  | <p>This method involves giving a straight talk using a Power Point presentation.</p> <p>Here the trainer should simply explain the key points illustrated in the <i>Presentation</i>.</p> <p><i>Presentations</i> should not normally take longer than 20 to 30 minutes. They are best used when interspersed with participatory methods to facilitate the learning of participants and to stimulate their interest.</p> <p>The points in the slides should be supplemented by information from the corresponding technical paper/case study from the 'Rural Transport Knowledge Base'</p> |

| Method | How to use the method |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="240 371 432 477">Presentation with Discussion</p>  | <p data-bbox="464 371 1342 477">This method involves the trainer using a combination of presentation and facilitation of a plenary discussion. A Power Point presentation is used here.</p> <p data-bbox="464 517 1342 622">This method is used in cases where the participants have <i>some</i> knowledge and experience of the topic, but also need to be given new information to build on what they already know.</p> <p data-bbox="464 663 719 696">The steps include:</p> <ul data-bbox="504 734 1310 954" style="list-style-type: none"> <li data-bbox="504 734 1294 768">④ Begin the presentation using the Power Point slides <li data-bbox="504 808 1174 875">④ Ask questions at relevant stages during the presentation <li data-bbox="504 916 1310 949">④ Facilitate a short discussion on each of the questions <p data-bbox="464 994 1342 1245">The trainer may facilitate the <i>Presentation with Discussion</i> by asking questions that relate directly to the information in presentation slides. Examples of the types of questions that the trainer may ask are provided in the Trainers' Notes. In this case, the trainer is likely to need to prepare additional questions in a similar vein to the sample questions already provided.</p> <p data-bbox="464 1285 1334 1391">This method is often used following an exercise (either Q & A in plenary or a group activity) where participants have been asked to examine certain issues/questions on a given topic.</p> |

| Method | How to use the method |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Q & A</p>  | <p>This method examines key aspects of a topic in plenary.</p> <p>It usually involves asking one or two questions for participants to reflect on. Here the questions asked require a list of/several answers and are usually in much more depth than the questions asked in the <i>Presentation with Discussion</i> method described above.</p> <p>This method may take between 10 to 20 minutes.</p> <p>The steps include:</p> <ul style="list-style-type: none"> ① Write the question on flip chart and begin the discussion by asking the question for example: <p style="margin-left: 40px;"><i>What strategies can be used to advocate gender based transport interventions?</i></p> ② Note the points made by the participants on flip chart. <p>These points should be referred to in the subsequent section. The key learning points for the Q & A section are usually covered either in a presentation or a <i>Presentation with Discussion</i> immediately following the Q & A.</p> |

| Method | How to use the method |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ideas Gathering</p>  | <p>This method is used to gather together as many ideas as possible about a given topic. It is usually used at the beginning of a new topic to explore the scope of the topic.</p> <p>This is a short, fast, lively method, and involves little discussion. The aim is to simply gather a list of ideas.</p> <p>This method usually takes 10 to 20 minutes.</p> <p>The steps include:</p> <ul style="list-style-type: none"> ① Write a question on flip chart and ask participants to make one or two word contributions, for example: <p style="margin-left: 40px;"><i>What are the activities carried out by women?</i></p> ② Note the words on the flip chart. There should be no discussion at this point. ③ Based on the participants opinion (NOT the trainer's), group the list of words into the following categories, which represent groups of activities carried out by women: <ul style="list-style-type: none"> ≈ Agricultural ≈ Domestic ≈ Marketing ≈ Non-agricultural income earning <p style="margin-left: 40px;">Words may be grouped by drawing a circle round each word, using a different coloured marker pen to represent each group.</p> ④ Summarise the main points. <p>The <i>Ideas Gathering</i> method is often followed by a detailed exploration of the topic in subsequent sections that may involve use of other methods such as a <i>Presentation</i>, <i>Presentation with Discussion</i> or <i>Group Activity</i>.</p> |

| Method | How to use the method |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="268 367 405 439">Pairs Exercise</p>  | <p data-bbox="459 367 1294 439">This method involves participants working in pairs within a plenary setting.</p> <p data-bbox="459 479 1267 510">This method usually takes 20 to 30 minutes to complete.</p> <p data-bbox="459 551 724 582">The steps include:</p> <ul data-bbox="501 622 1347 1137" style="list-style-type: none"> <li data-bbox="501 622 1203 654">④ Write the question for discussion on flip chart. <li data-bbox="501 694 1347 806">④ Ask participants to discuss the question with the person sitting next to them for 5 to 10 minutes and to make notes on a piece of paper. <li data-bbox="501 846 1305 913">④ Ask each pair to mention one of the points they have written down. Note these points on flip chart. <li data-bbox="501 954 1347 1066">④ Facilitate a discussion by asking participants to elaborate on the points they have made. Use questions that contain ‘what, when, where, who, how and why’. <li data-bbox="501 1106 1043 1137">④ Summarise the main points made. <p data-bbox="459 1178 1289 1290">The sections following the <i>Pairs Exercise</i> may explore the points listed in more detail, and build on the key learning points discussed.</p> |

How to use the group training methods

The following section describes how to use a series of group training methods. The information about each method is illustrated in tabular form as it would appear in the Trainers' Notes for each Session. Each group training method is also represented by an icon.

The group training methods include:

- ③ Group Activity
- ③ Group Discussion
- ③ Case Study activity in groups
- ③ Venn Diagram
- ③ Time Line
- ③ Daily Travel Budget
- ③ Gender Analysis
- ③ Mapping (on paper)
- ③ Mapping (using materials)
- ③ Debate Activity
- ③ Ranking Game

| Method | How to use the method |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Group Activity</p>  | <p>This method involves participants working in groups to examine/analyse a given text or set of data in detail.</p> <p>A Group Activity may take 1 ½ to 2 ½ hours to complete (including the group work and feedback and discussion in plenary).</p> <p>Participants should be given between 40 minutes and 1½ hours to complete their group work, depending on the task.</p> <p>The steps include (using an example from Session 4.3 of Module 4):</p> <ul style="list-style-type: none"> ⦿ Divide participants into groups of 4 or 5, and give them Activity Sheet 53. ⦿ Ask participants to analyse the table of data and to discuss the following questions: <ul style="list-style-type: none"> A. <i>What is the relationship between crop production and transport costs?</i> B. <i>What role can IMTs play in improving the marketing of agricultural produce?</i> ⦿ Ask participants to write their findings on a flip chart, to elect a presenter and prepare feedback to the plenary. ⦿ Ask each group to present their findings to the plenary. ⦿ Facilitate a discussion on the key points raised. ⦿ The key learning points from this activity are discussed in the section below. <p><i>Group Activities</i> often link into the next session. The key learning points for the <i>Group Activity</i> are often included in the Power Point presentation. These may be shown as a straight <i>Presentation</i> or a <i>Discussion with Presentation</i>, after all the stages of the <i>Group Activity</i> have been completed.</p> |

| Method | How to use the method |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Group Discussion</p>  | <p>This method the participants work in groups and discussing one or several questions.</p> <p>A Group Discussion may take between 1 and 2 hours to complete (including the group work and the feedback and discussion in plenary).</p> <p>Participants should be given between 20 and 40 minutes for their group work, depending on the nature and number of questions they are asked to discuss.</p> <p>The steps include (using an example from Session 5.2 of Module 5):</p> <ul style="list-style-type: none"> ③ Divide participants into small groups and give them Activity Sheet 60. ③ Ask participants to discuss the following question: <i>In what ways may the issues facing women with regard to transport be addressed?</i> ③ Ask participants to write their findings on flip chart, to elect a presenter and prepare to feedback to the plenary. ③ Ask each group to present their findings to the plenary. ③ Facilitate a discussion on the key points raised. ③ The points arising from this discussion will be explored in more detail in the following section. <p><i>Group Discussions</i> often link into the next session. The key learning points for the <i>Group Discussion</i> are often included in the Power Point presentation. These may be shown as a straight <i>Presentation</i> or a <i>Discussion with Presentation</i> after all the stages of the <i>Group Discussion</i> have been completed.</p> |

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| <p>Case Study Activity in Groups</p>  | <p>This method is used to draw on the experiences and important lessons learnt from the case studies in the ‘Rural Transport Knowledge Base’. Here participants are often asked to reflect on how the lessons and ‘best practice’ may be applied to their areas of work.</p> <p>A <i>Case Study Activity in Groups</i> usually takes 1 to 2 hours to complete (including the group work and feedback and discussion).</p> <p>Participants should be given between 40 minutes and 1 hour to complete their group work, depending on the question.</p> <p>The steps include (using an example from Session 4.1 of Module 4):</p> <ul style="list-style-type: none"> ④ Divide the participants into groups of 4 or 5 people. ④ Give each group Activity Sheet 48 and a copy of the full text of the case study. ④ Ask participants to discuss the following points: <ul style="list-style-type: none"> A. <i>What factors affect the cost and efficiency of transport services in other countries, such as those in which you are working?</i> B. <i>What lessons can be drawn from the Mali experience?</i> ④ Ask the groups to prepare their findings on flip chart and to elect a person to present the findings. ④ Each group presents their findings to the plenary. ④ Facilitate a discussion on the findings and draw out the key learning points. <p>In some cases the <i>Case Study Activity</i> may be followed by a <i>Presentation</i> or <i>Presentation with Discussion</i>, to build on the key learning points from the group work.</p> |

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| <p>Venn Diagram</p>  | <p>This method is used to explore institutional issues associated with rural transport.</p> <p>Preparation of additional materials before the session is required, such as pieces of card, glue and pairs of scissors.</p> <p>The <i>Venn Diagram</i> method may take 1½ to 2 hours to complete (including the work in groups and the feedback and discussion in plenary). Participants should be given at least 40 minutes to carry out their group work.</p> <p>The steps include (using an example from the Introduction Session of these Training Materials):</p> <ul style="list-style-type: none"> ① Divide the participants into small groups. ① Give each group Activity Sheet 1, and explain the procedures for developing a Venn diagram ① List all the stakeholders involved in rural transport ① Write the name of each stakeholder on a circular piece of card ① Rank the stakeholders in order of importance ① Arrange the cards on a sheet of flip chart paper, with cards overlapping where there is contact between stakeholders (the more contact there is the more the cards should overlap). The overlapping of the cards should show the relations (<i>degree of contact</i>) between institutions and stakeholders and NOT geographical distance. ① Glue the cards to the flip chart sheet when the group has agreed on a final set of relationships ① Ask each group to present their findings to the plenary. ① Facilitate a discussion on the key issues raised. |

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| <p>Time Line</p>  | <p>This method is used to review concepts and methodologies used to address transport issues from a historical perspective.</p> <p>The <i>Time Line</i> exercise takes 1 to 1½ hours to complete (including the group work and feedback and discussion in plenary).</p> <p>Participants should be given 30 to 40 minutes to carry out their group work.</p> <p>The steps include (using an example from Session 1.1 of Module 1):</p> <ul style="list-style-type: none"> ⦿ Divide participants into groups and give them Activity Sheet 4. ⦿ Ask participants to Construct a timeline on a flip chart ⦿ The time line should illustrate conceptual and methodological changes that have taken place in the provision of rural transport since 1960 ⦿ Indicate the problems and limitations with each of the transport planning approaches and methods mentioned ⦿ Ask each group to present their findings to the plenary. ⦿ Facilitate a discussion on the key points arising. |

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| <p data-bbox="245 367 427 443">Daily Travel Budget</p>  | <p data-bbox="461 367 1334 584">This method is used to explore the transport activities carried out by a household within a 24 hour period, and how this compares with other household activities. Daily transport profiles may be prepared for men and women separately, as well as for children. This method provides an analysis of division of labour within a household.</p> <p data-bbox="461 624 1246 734">The Daily Travel Budget activity takes 1 to 1½ hours to complete (including the group work and feedback and discussion in plenary).</p> <p data-bbox="461 775 1286 846">Participants should be given 30 to 40 minutes to carry out their group work.</p> <p data-bbox="461 887 1278 958">The steps include (using an example from Session 2.7 of Module 2):</p> <ul style="list-style-type: none"> <li data-bbox="509 999 1257 1070">④ Divide the participants into groups and give them Activity Sheet 35. <li data-bbox="509 1111 1299 1469">④ Ask participants to: <ul style="list-style-type: none"> <li data-bbox="552 1178 1278 1249">≈ draw a 24-hour clock for a given member of the household <li data-bbox="552 1290 1267 1361">≈ write on the clock the key activities carried out, including transport activities <li data-bbox="552 1402 1299 1473">≈ estimate how much time that household member spends on each activity. <li data-bbox="509 1509 1342 1541">④ Ask each group to present their findings to the plenary. <li data-bbox="509 1581 1241 1612">④ Facilitate a discussion on the key points arising. |

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| <p>Gender Analysis</p>  | <p>This method is used to explore household transport activities from a gender, and adult/child perspective. It allows for an analysis of division of labour for transport activities.</p> <p>Participants will need to have information and knowledge of a particular household's transport activities to carry out this exercise.</p> <p>The <i>Gender Analysis</i> method takes 1½ to 2 hours to complete (including the group work and feedback and discussion in plenary).</p> <p>Participants should be given 40 to 60 minutes to carry out their group work.</p> <p>The steps include (using an example from the Introduction Session):</p> <ul style="list-style-type: none"> ④ Divide the participants into groups and give each group Activity Sheet 3. ④ Ask each group to: <ul style="list-style-type: none"> ≈ List household activities involving transport ≈ Prepare a <i>Transport Matrix</i> for a given household on flipchart. ④ Ask the groups to discuss the following questions: <ul style="list-style-type: none"> A. <i>What are the reasons for the gender differences in demand for transport and the time taken by men and women to carry out transport tasks?</i> B. <i>What are the implications of these gender differences for the way we address rural mobility issues, and design transport services and infrastructure?</i> ④ Ask each group to present their findings to the plenary. ④ Facilitate a discussion on the key points arising. |

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| <p data-bbox="256 367 416 443">Mapping (on paper)</p>  | <p data-bbox="459 367 1358 658">This method is used to explore transport infrastructure within a given community and involves participants drawing a map on flip chart paper. Current transport issues can be explored, as well as historical perspectives by drawing and comparing maps from say 20 years ago with the present day. Mapping may also be used as a participatory planning tool, where communities indicate the layout of required transport infrastructure and services, and non-transport services.</p> <p data-bbox="459 696 1283 808">The <i>Mapping</i> method takes 1½ to 2 hours to complete (including the group work and feedback and discussion in plenary).</p> <p data-bbox="459 846 1286 913">Participants should be given 30 to 40 minutes to carry out their group work.</p> <p data-bbox="459 952 1313 1025">The steps include (using an example from Session 2.7 from Module 2):</p> <ul data-bbox="528 1064 1331 1576" style="list-style-type: none"> <li data-bbox="528 1064 1331 1131">④ Divide participants into groups and give them activity sheet 33. <li data-bbox="528 1169 1331 1281">④ Ask the groups to draw a map showing the transport infrastructure and services for a village and surrounding area. <li data-bbox="528 1319 1331 1431">④ The groups should illustrate how the infrastructure and service provision may change between seasons e.g. wet and dry season. <li data-bbox="528 1469 1331 1503">④ Ask each group to present their maps to the plenary. <li data-bbox="528 1541 1257 1576">④ Facilitate a discussion on the key points arising. <p data-bbox="459 1615 1353 1794">Mapping may be used with computer generated maps that offer several feasible scenarios for transport services, and linked to non-transport interventions such as health clinics and schools. These may also be examined in conjunction with government development plans.</p> |

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| <p>Mapping (using materials)</p>  | <p>This method involves the participants creating a map on the ground outside or in a large indoor space. It may be used in the same ways as described for Mapping using paper (above).</p> <p>The <i>Mapping</i> method takes 1½ to 2 hours to complete (including the group work and feedback and discussion in plenary). Participants should be given 30 to 40 minutes to carry out their group work.</p> <p>The steps include (for example):</p> <ul style="list-style-type: none"> ④ As a group, ask participants to construct a large map on the ground, of the area in which this workshop/course is taking place. ④ Ask participants to indicate transport infrastructure and services available such as footpaths, bridges, roads, tracks, taxi and bus services and so on. ④ Ask participants to indicate the location of main services such as markets, schools, health centres and so on. ④ Participants should use any objects they find lying around like sticks, paper, bottles, stones etc. ④ Encourage the whole group to participate. ④ When the group has finished, facilitate a discussion on the map they have constructed, focussing on transport issues. ④ Finally ask the group to make a drawing of their map on flip chart paper. ④ Facilitate a discussion on how Participatory Mapping may be used with communities to explore transport issues. <p>Models</p> <p><i>Mapping</i> may be further developed to build <i>Models</i> with participants. Here participants are asked to build a three dimensional model of the existing or proposed transport infrastructure using locally available materials.</p> |

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| <p>Debate Activity</p>  | <p>This method involves a debate around a proposed motion related to a rural transport issue. Participants are asked to work in two groups and to prepare presentations in support of or against the proposed motion.</p> <p>The method takes place in two stages: group work, following by the debate in plenary.</p> <p>The <i>Debate</i> method takes 1½ to 2 hours to complete (including the group work and feedback and discussion in plenary).</p> <p>Participants should be given 40 minutes to carry out their group work.</p> <p>The steps include (using an example from Session 1.2 of Module 1):</p> <p>Preparation of Activity</p> <ul style="list-style-type: none"> ⊙ Divide the participants into two groups and explain the Great Debate exercise ⊙ Write the motion on flipchart and read it out: <p style="text-align: center;"><i>“investment in building new roads alleviate poverty”</i></p> ⊙ Give group 1 <i>Activity Sheet 7a</i>, and ask them to prepare a case in <u>support</u> of the motion. ⊙ Give group 2 <i>Activity Sheet 7b</i>, and ask them to prepare a case <u>against</u> the motion. ⊙ Each group should elect a representative, who will be given 5 minutes only to present their case to the plenary. <p>Continued ...</p> |

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| | <p>... Continued</p> <p>Presentation of each case</p> <ul style="list-style-type: none"> ⊙ Each representative is given the floor for 5 minutes to present his/her groups' case. <p>Plenary Discussion</p> <ul style="list-style-type: none"> ⊙ At the end of the presentations, there may be a 10 – 15 minute discussion on the issues raised. The discussion may be chaired by the trainer or a participant. ⊙ Finally each participant is asked to vote in favour or against the motion. Their vote should be based on the strength of the cases and arguments presented. ⊙ Summarise the key issues raised during the discussion. |
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| <p>Ranking Game</p>  | <p>This method involves participants working in groups and carrying out an exercise where they rank a set of statements in order of importance according to their own opinion.</p> <p>The <i>Ranking Game</i> takes 1½ hours to complete (including the group work and feedback and discussion in plenary).</p> <p>Participants should be given 30 to 40 minutes to carry out their group work.</p> <p>The steps include (using an example from Session 4.2 Module 4):</p> <ul style="list-style-type: none"> ④ Divide participants into groups of 4 and hand out Activity Sheet 51. ④ Ask participants to read the statements and to rank them in order of importance. ④ Ask participants to discuss why they have ranked the statements in that order and make notes on an A4 sheet of paper. ④ The trainer should prepare a large matrix of the statements on a flip chart, with columns so that the ranking of each group may be recorded. ④ Ask participants to write their ranking on the large matrix prepared on flip chart, and to elect a person from their group to present the reasoning behind their rankings. ④ Facilitate a discussion on the key points raised. |

4. Using the Training Modules

4.1 Equipment needed

To use these training materials effectively will require some preparation before hand. The equipment and materials required include:

- ⊙ Projector to show the Power Point presentations
- ⊙ Photocopies of the technical papers and case studies from the 'Rural Transport Knowledge Base' corresponding to the Training Module and Session the trainer wishes to deliver
- ⊙ Photocopies of the relevant Activity Sheets
- ⊙ Flip chart stands, flip chart paper and marker pens
- ⊙ Note paper and pens for use by participants

For some sessions the trainer may also need to prepare additional materials for certain group activities. These are explained in the Trainers' Notes for the relevant sessions.

If trainers would like to print out materials in black and white, then the printer should be set to print in 'pure black and white' and not in grey scale.

4.2 How to use the Training Modules

It is absolutely vital that trainers are fully familiar with the *technical papers* and *case studies* from the 'Rural Transport Knowledge Base' if they are to use these training materials effectively.

Setting the Session in Context

At the beginning of each Power Point presentation for part 1 of a given session there are two slides that illustrate where that particular session fits into the whole Module, and where the Module fits into the whole set of Training Materials. These two slides may be used by the trainer to explain how the issues to be explored in the given session fit into the broader Rural Transport context.

Generic Trainers' Notes

The Trainers' Notes provide a complete overview of the session, and should be the starting point for trainers when planning their learning events. The Trainers' Notes contain a generic outline of each session, with suggested group activities, plenary discussion topics, training methods, when to use the presentations and key learning points for each section and topic. They also provide a list of the Activity Sheets for the group work, and the titles of the *technical paper* and *case study* on which the session is based.

Each set of Trainers' Notes has been split into two parts. They have been written using a *technical paper* (Part 1) and a *case study* (Part 2) from the 'Rural Transport Knowledge Base' (Box 3).

These notes are generic. It is anticipated that trainers will develop their own detailed training notes from the generic session plans, incorporating the activities suggested and Power Point presentations as needed.

A trainer may elect not to use certain Power Point presentations, questions, activities or training methods suggested, and modify the methods or develop their own activities to suit the particular circumstances, experiences and needs of participants.

As the training materials were developed using the 'Rural Transport Knowledge Base' that was published in 2001, trainers may also elect to present more recent material in their sessions. They may also have specific materials relevant to the country/countries in which they are facilitating the course/workshop/seminar.

Key Points

'Key points' are the essential information and learning that we are trying to impart to participants. They are the 'answers' or 'expected answers' to questions that we ask of the participants.

The 'key learning points' have a green bullet point to assist trainers with using the Trainers' Notes.



Notes for the trainer on how to carry out various plenary and group activities have a blue bullet point. These describe the steps a trainers needs to go through to facilitate an activity.



Box 3

Content of a Training Session
Example from Session 1.1 of Module 1

Trainers' Notes

Part 1: Technical Paper - Village Level Transport
Part 2: Case study - Travel and Transport in Rural Communities Philippines

Presentations

Presentation 1a – Village Level Transport
Presentation 1b – Travel and Transport in Rural Communities: Philippines

Activity Sheets

Activity Sheet 4 – Timeline
Activity Sheet 5 – Household Survey
Activity Sheet 6 – Philippines Case Study

Power Point Presentations

For each session there are two sets of Power Point slides: one set (referred to as 'Part 1') illustrates the information from the related Technical Paper, and a second set (referred to as 'Part 2') illustrates the information from the related case study. These presentations have been written using the materials from the 'Rural Transport Knowledge Base' (Box 3).

The presentations link into the Trainers' Notes. For example 'presentation 1.1a' is based on the *technical paper* and is used in Part 1 of the Trainers' Notes for session 1.1 of Module 1.

'Presentation 1.1b' is based on the *case study* and is used in Part 2 of the Trainers' Notes for session 1.1 of Module 1.

Each presentation also contains 'Activity' slides that prompt the trainer when to facilitate a group activity.

Activity Sheets

The Activity Sheets are exercises for the participants to carry out in groups. The Trainers' Notes explain when and how to use the Activity Sheets (Box 3).

Activity Sheets consist of:

- ⊙ Purpose of the activity
- ⊙ Task the participants need to carry out, such as discuss questions, analyse data or a case study, or carry out a practical exercise
- ⊙ Guidance on how the participants should prepare the results of their group exercise, such as writing the group's findings on flip chart.

How to run plenary sessions

The plenary sessions involve using a combination of methods: most commonly presentations, presentation with discussion, Q & A, and Ideas Gathering. These methods are usually linked together under a single topic. For example, a Q & A exercise may be followed by a presentation, where the presentation covers the key learning points for that particular topic.

The *Trainers' Notes* provide step-by-step guidance on how to facilitate sessions. In some sections there are additional notes for trainers in italics. These additional notes provide:

- ⊙ Further information on key learning points
- ⊙ Further guidance for how the trainers may facilitate the session
- ⊙ Suggestions to trainers for alternative group activities, alternative ways of dividing participants into groups, or alternative ways of facilitating group activities

How to facilitate group activities

Most of the group activities (involving the use of the Activity Sheets) may be facilitated using the same basic procedure (Box 4). The basic process involves:

- Step 1: Explain the purpose of the activity and the task required of the participants.
- Step 2: The participants work in groups. The trainers provide assistance and guidance if necessary.
- Step 3: The participants present the findings from their group work to the plenary.
- Step 4: The trainer facilitates a discussion on the groups' findings, drawing out the key learning points.
- Step 5: The trainer concludes the activity, summarising the key learning points.

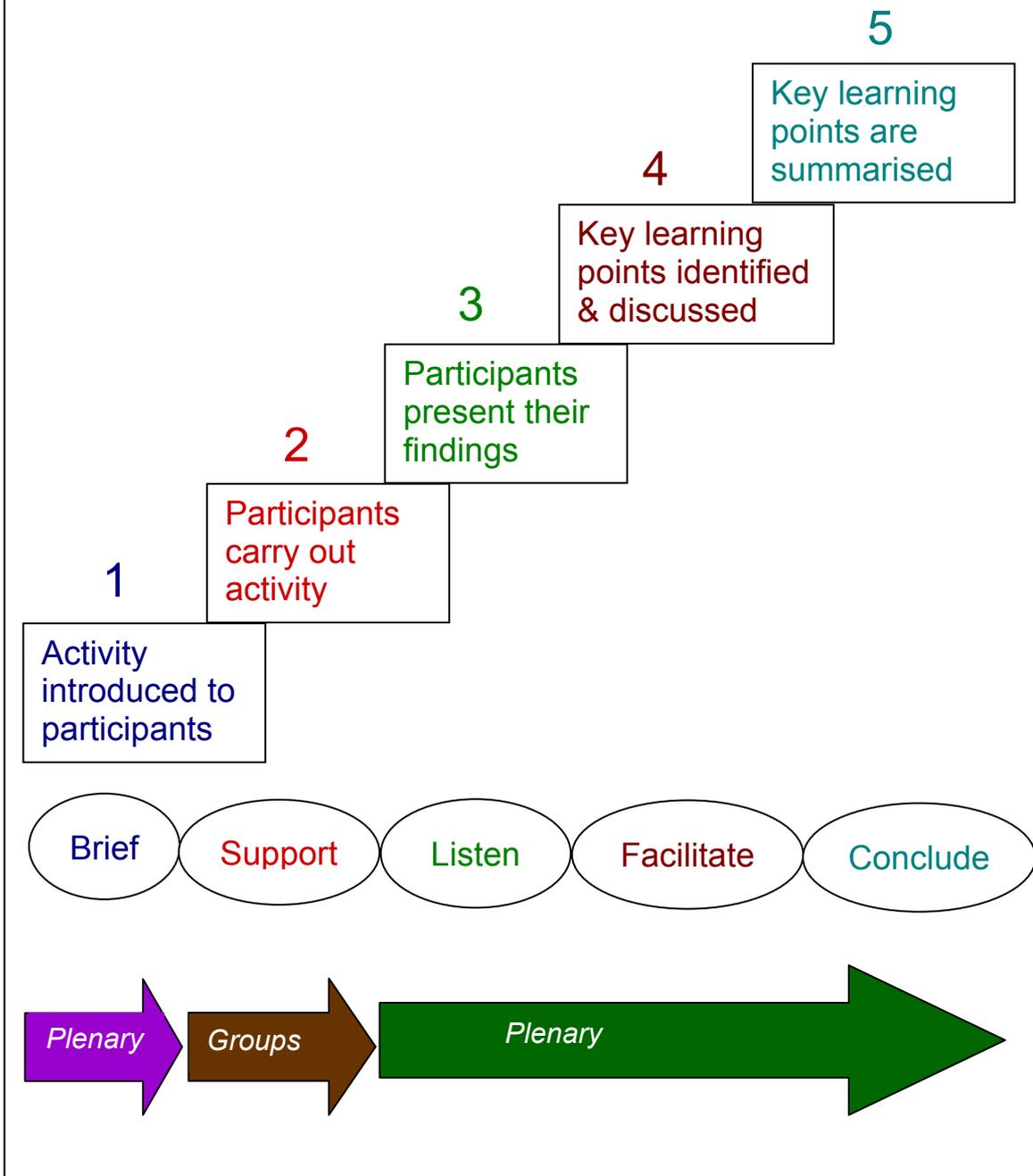
For some group activities there may be several questions or tasks. For some activities each group of participants may be asked to work on a different question or task.

Sometimes the trainer is given the option of dividing participants into separate country groups or stakeholder groups (where appropriate). This may well lead to interesting comparisons of transport issues between regions or opinions and perceptions of different stakeholder groups.

For some group activities there may be no right or wrong answers to the questions participants are asked to discuss, or the answers are not known. This is particularly the case where participants are asked to reflect on case studies and consider what lessons may be drawn from these and applied to their particular countries or areas of work. In these situations a note is made to the trainer to encourage participants to look at what has been learnt in terms of 'best practice' from the case study or technical paper, and to ensure that a wide range of aspects are covered. This includes considering aspects of rural transport as may be relevant such as social, economic, institutional and cultural factors, as well as technical factors.

For group activities where most of the answers to the question are known, then these are listed as 'key learning points' in the section following the group activity. These 'key learning points' should be covered by the trainer either as a straight *presentation*, or as a *presentation with discussion*. It is important that trainers link the points made by participants from group activities with *presentations* and *presentation with discussion*.

Box 4
Basic Process for Facilitating Group Training Methods



5. Terms

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| CBA | Cost Benefit Analysis |
| CEA | Cost Effectiveness Analysis |
| DFID | Department for International Development (UK) |
| ERR | Economic Rate of Return |
| HMC | Highly Motorised Countries |
| IDL | In Development Ltd (The IDL Group) |
| ILO | International Labour Organisation |
| IMT | Intermediate Means of Transport |
| LGTMP | Local Government Transport Master Plan |
| LMC | Less motorised countries |
| MCA | Multi-criteria analysis |
| NPV | Net Present Value |
| NMT | Non-motorised Transport |
| PRA | Participatory Rural Appraisal |
| PRP | Participatory Rural Planning |
| RTI | Rural Transport Infrastructure |
| RTTP | Rural Travel and Transport Policy Program (a component of the SSATP) |
| SSATP | Sub-Saharan Africa Transport Program |
| TTC | Travel Time Cost |
| VOC | Vehicle Operating Costs |
| VPD | Vehicles Per Day |